1 min
Karen

Introduce topic + briefly mention what Y4Y is.

Introductions

Hosts:

Jennifer Kobrin
Y4Y Content Specialist

Karen Tylek
Y4Y Project Specialist

1 min
Jen and Karen introduce themselves

Introduce hosts

Also, wave coffee mugs.

1 min
Karen

This Disclaimer must be read by the Host in its entirety as per the Department.
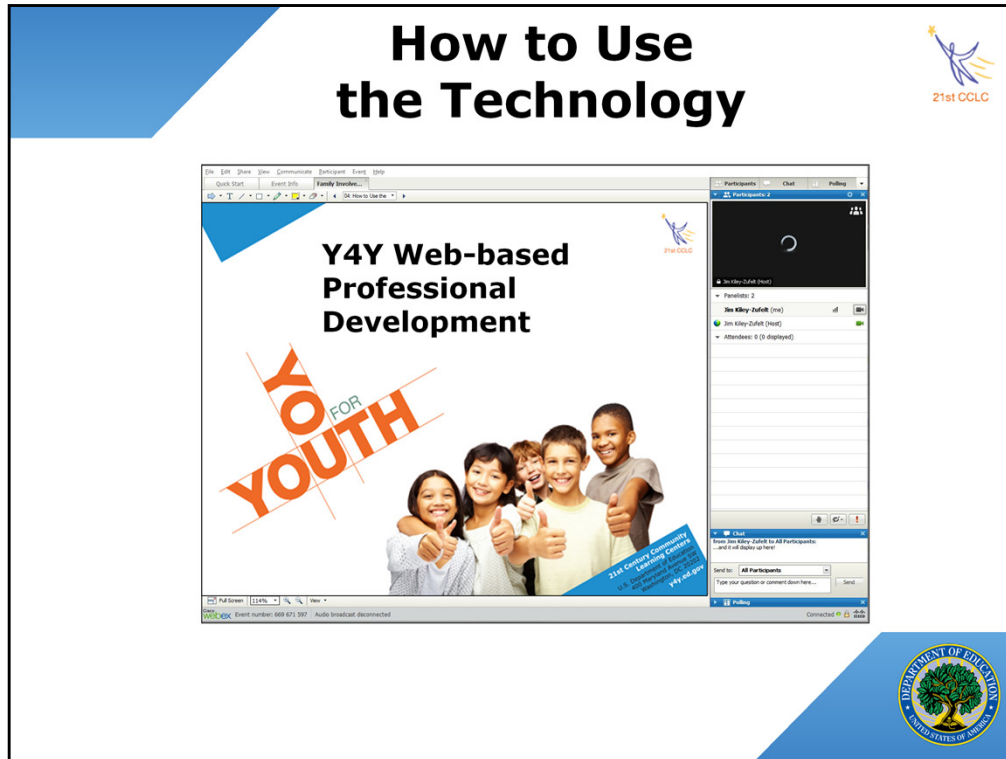
1 min

Karen

We want to briefly walk you through how to use the technology.

1. Event materials will be displayed in the window on the left.
2. On the right you'll see three panels: Participants, Chat and Polling.
   1. Participants is where you'll see a video feed from whoever is presenting at the time.
   2. Chat is where you can type questions and interact with the Panelists and even other Attendees. Please enter any questions you might have here and we'll address them at the appropriate time.
   3. Polling is where you'll see Question and Answer quizzes at select times during the presentation. The presenter will walk you through these when we bring them up, and after everyone has had a chance to respond we'll display the results and discuss them.
3. Please remember to have your computer speakers plugged in and turned on throughout the entire event, and be prepared to adjust the volume if necessary.
4. You will not need your telephone, a webcam, or any other technology to attend this event.
5. All materials pertaining to this event – the PowerPoint, any handouts, and even a complete recording – will be posted in the Network section on the Y4Y web portal within

24 hours after the event. Just look under Webinars.

Coffee Break Webinar Objectives

- Interact with Y4Y team members and afterschool colleagues from across the country

- Ask questions about Y4Y and how the portal can help you

1 min
Karen

Review webinar objectives

Driving Questions

- How can the Y4Y portal enhance civic learning and engagement projects in out-of-school time?

- What are some strategies for linking with school day civics in your program?

Karen

Poll: Your Role

a) Executive Director
b) Program Director
c) Site Coordinator
d) Group Leader/ Teacher
e) Other

1 min

Karen

Now we're going to do a short poll to see who we have with us today. Please select the role that best describes you. If you select Other, you can explain what your role is in the chatbox.

- Executive Director
- Program Director
- Site Coordinator
- Group Leader/ Teacher
- Other

Background:
Civic Learning and Engagement

- Priority for ED and the White House Office

- Launched June '13

- Taking PBL one step further

- New content on Y4Y

Jen

3 mins

-Background on the CLE content and Y4Y – it came about because this topic is a high priority for both ED and the White House Office

-Work started in late '12 and was officially launched in June '13!

-At ED's request, the content fits into the existing PBL module and takes the idea of PBL one step further

-The new content can be found in several places on Y4Y, let's take a look and explore this topic further

What is civic learning and engagement?
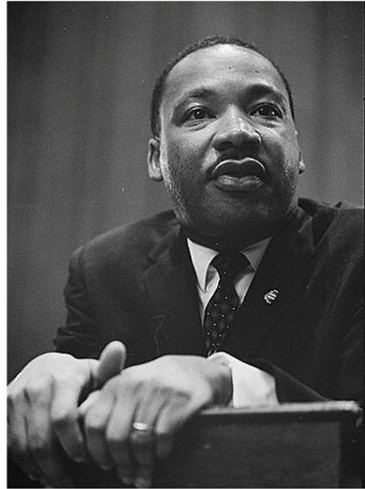
Photographed by Marion S. Trikosko, 1964. LC-DIG-ppmsc-01269
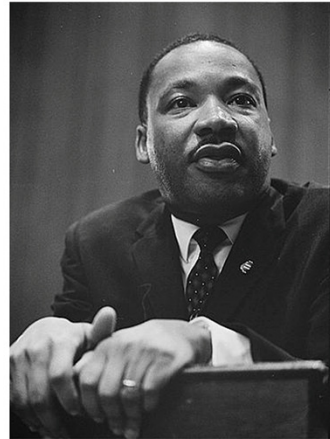from: Public Domain Images Online

Jen

2 mins

-Ask participants to type the answer to this question in their chatbox, briefly highlight a few responses.

Civic Learning and Engagement

"An approach that provides students with experiences, resources, and tools that help them develop the knowledge, awareness, understanding and skills necessary to be active, effective citizens prepared to address important issues in their community and the world at large."

Photographed by Marion S. Trikosko, 1964. LC-DIG-ppmsc-01269
from: Public Domain Images Online

Jen

2 mins

-Point out the definition for CLE that is used on Y4Y—an active version of civic engagement where students identify a public issue of personal concern, and then engage in an in-depth exploration of this issue which concludes in a demonstration of learning and reflection. Mention that programs can also benefit youth by incorporating elements of the democratic process, such as researching candidates for an upcoming election.

-Briefly mention that Dr. King is there because we really felt he embodied the idea of civic agency and young people making change happen, he is one of the first things you'll see when you go to the CLE introduction on Y4Y. We'll come back to this later.

Civic Learning and Engagement in Action

Jen

What can CLE look like in action—show 'Digital City Planners' video from the New Learning Institute (http://newlearninginstitute.org/digital-media-programs/community-based-programs/digital-city-planners   The link to the New Learning Institute is available on the Learn More Library under External Videos, so you can check out this resource and others. We'll show you the Learn More Library a little later in today's presentation.

Jen

5 mins

We already discussed the definition of CLE. Now let's look at some specific examples of what this might look like for your afterschool or expanded learning program. Briefly highlight elements of CLE, with a few examples from the site (see link below)

Note: The language we created for the CLE section of Y4Y does imply that all of these elements must be in place for high-quality civic learning and engagement projects. We do touch on the idea of incorporating some elements (we refer to this as "incorporating elements of the democratic process") later on in this webinar, so that you can see another option if you are not prepared to do a full-blown CLE project and are looking for alternatives that are less time/energy intensive.

Note: Give examples of CLE projects that are politically neutral and stress the importance of staff promoting multiple viewpoints, that it's more about involvement than promoting the ideas of one political party.

(http://y4y.ed.gov/learn/pbl/introduction/civic-learning-and-engagement-in-action/).
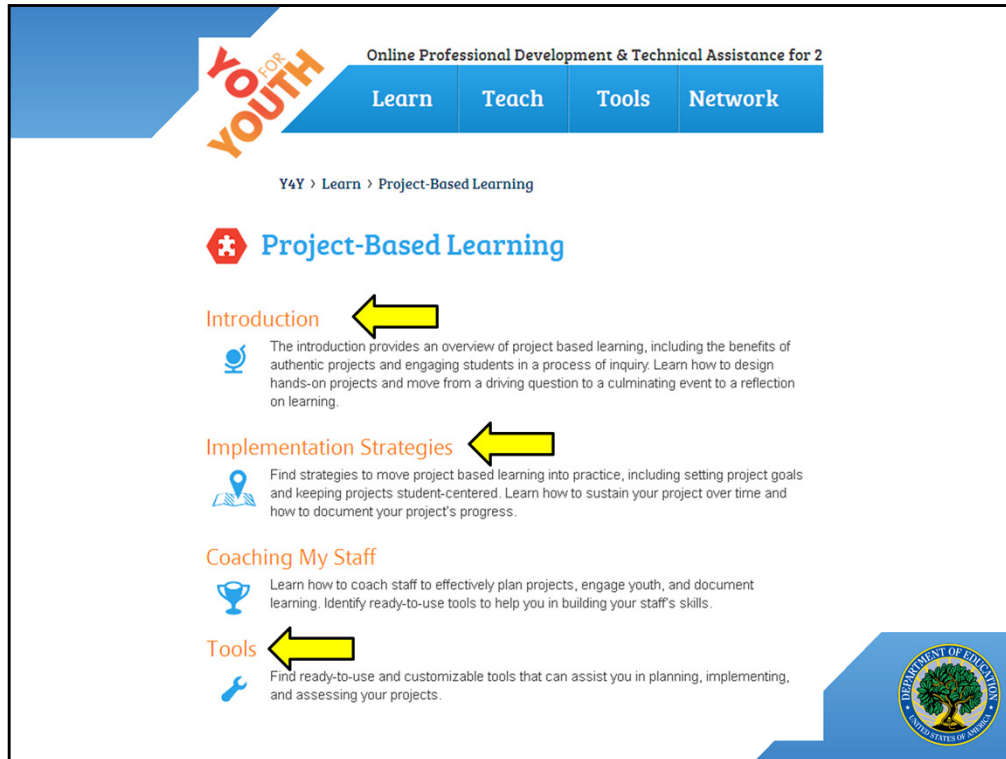
Jen

2 mins

Briefly highlight where the new content can be found on Y4Y. Mention that the easiest way to find all CLE content is under the PBL landing page in Learn. CLE chapter in the Introduction (1), CLE section in Implementation Strategies (2), and Tools (3), where CLE has its own section. Also note that CLE trainings can also be found under PBL in Teach, and you can get to Tools by clicking directly on Tools.

Linking with School Day Civics

- Find out what young people are learning in civics or related subjects (history, social studies)

- Obtain state curriculum frameworks for civics, and/or textbooks

- Plan civics projects and activities to complement school-day learning

- Keep teachers, principals, and other key staff informed of civics projects afterschool

Jen

Discuss strategies for connecting with school day civics: We know that it is important to connect with what young people are learning during the school day. Out-of-school time programs play a crucial role in supporting and reinforcing academic skills in all areas, including civics.

First, to connect with school-day civics, we need to find out what young people are learning in their social studies, history, or civics classes. Next, we can use that information to reinforce this learning in out-of-school time while at the same time expanding on youth interests and connecting to family knowledge and culture.

Linking with School Day Civics

School Day Learning	Out-of-School Time Learning, Our Suggestions	Out-of-School Time Learning, Your Suggestions
Students learn about the American Constitution, and write an essay about how American law impacts freedom of speech.	A group of students use this understanding of freedom of speech to craft a "social media policy" in cooperation with their school administration, the PTA, and the school board. This experience helps students to better articulate the pros, cons, and limits of the First Amendment.	
Students learn about how foods get from the farm to our tables, and pick a specific food to research.	This awareness sparks students to partner with local businesses and the Chamber of Commerce to sell locally grown organic produce as a response to concerns about pesticides in food. This partnership provides students with hands-on experience with issues such as subsidies, tariffs, and other economics topics addressed in class.	

Learn/Project-Based Learning/Implementation/Page 12

Jen

Linking with School Day Civics page (http://y4y.ed.gov/learn/pbl/implementation/linking-with-school-day-civics/). This page provides ideas for translating various school-day civics assignments into CLE projects that can be carried out in OST programs.

Activity: participants read a sample school-day civics assignment, "Students learn about the American Constitution, and write an essay about how American law impacts freedom of speech," and are asked to type ideas for how they would create an OST activity to complement but not replicate this assignment in the chatbox.

Building School Day Civics into OST

You For Youth / Civic Learning and Engagement

Checklist
☐ Meet with school-day instructional staff to learn about current or upcoming civics lessons
☐ Obtain social studies, history, and civics standards, if applicable
☐ Obtain state curriculum framework for civics
☐ Obtain civics texts or reading materials used during the school day
☐ Participate in ongoing planning and collaboration sessions with school-day teachers
☐ Plan civics projects and activities to complement school-day learning
☐ Find teachers willing to review civics projects or activity plans
☐ Provide teachers, principals, and key administration with evidence of civics learning and achievement in afterschool
☐ Other:

Tools/Civic Learning and Engagement

Topic: *Example: Environmental science lesson on water pollution*	Project Driving Question: *Example: How can we identify what might be causing water pollution in the stream next to the school?*
Learning Standards Addressed: *Example: Identify human-made factors that affect water quality*	Learning Standards Addressed: *Example: Walk the neighborhood and construct a map showing potential sources of pollution.*

Karen

http://y4y.ed.gov/tools/building-school-day-civics-into-out-of-school-time-projects/
Building School-Day Civics into Out-of-School Time Projects tool. This tool contains a checklist for collaborating with the school day, and additional ideas for translating school day lessons into OST projects.

Let's take a closer look at the checklist (click) These steps will help ensure that your project connects to the school day learning, standards, and teacher's plans, as well as making sure the school is aware of all the good work you're doing on civic learning.

Underneath this checklist, there is a chart for you to use when planning next steps. For example, this can help you move from the topic to the Driving Question, a key element for all project based learning, and it helps you brainstorm ways to connect your civics project to learning standards.

16

Incorporating Elements of the Democratic Process

- Forming and maintaining committees and clubs

- Community partnerships with local government

- Outreach to elected officials

- Providing information about upcoming elections to parents and community members

Karen

Incorporating Elements of the Democratic Process- explain that even if programs do not have time/space for a full-blown CLE project, there are still many ways they can incorporate the democratic process. Put up a few bullets with ideas such as 'committees and clubs,' 'community partnerships with local government,' 'writing elected officials,' etc.

Chatbox question: how has your program (or will your program) incorporate elements of the democratic process? Be specific!

Note: Stress that programs should remain impartial, and the importance of staff staying unbiased and promoting multiple viewpoints. For example, programs promoting a thorough understanding of the positions of both candidates in an election, so that individual voters are informed on the issues and can make their own decisions, or your idea of a voter registration drive. Mention the 'Incorporating multiple viewpoints' checklist, which can be found in the CLE section of Tools on Y4Y.

Karen

Share the Incorporating the Democratic Process Training Starter
http://y4y.ed.gov/tools/incorporating-the-democratic-process-training-starter/ . This
provides an outline of a training that you could potentially deliver to your staff. It includes
detail in the "training middle" with ideas for talking points, discussion, and activities.

Let's look at page two (click). Here the training starter suggests that participants reflect on
how they have already incorporated the democratic process in their programming, and
then encourages an activity in which participates brainstorm specific activities that they can
do to incorporate the democratic process daily, weekly, monthly, or a few times per year.
Again, this is a tool is there for you, if you want to conduct a similar training with your
team.

Working with Agencies and Groups
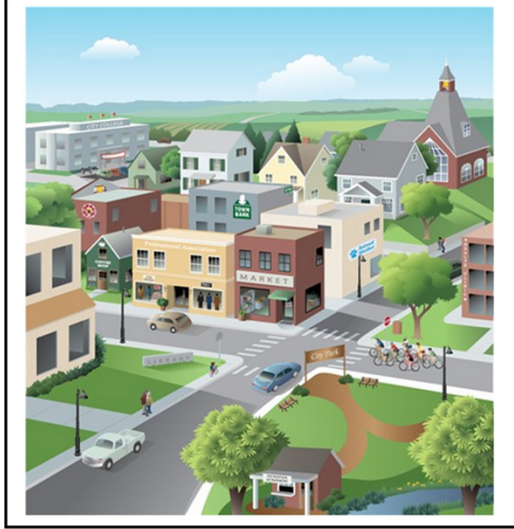
- Government
- Community organizations
- Local businesses
- Schools
- Charities
- Places of worship

Learn/Project-Based Learning/Implementation/Page 16

Karen

Working with Agencies and Groups page
http://y4y.ed.gov/learn/pbl/implementation/working-with-agencies-groups/ .

Partnerships are a great way to incorporate the democratic process in your program and get students informed on key issues having to do with public and social policy in the community, state, region, etc. The portal suggests some different agencies that you might consider working with, such as government agencies, community organizations, businesses, schools, and charities.

Now I'm going to pass the ball back to Jen so she can introduce you to yet another great resource on the portal.
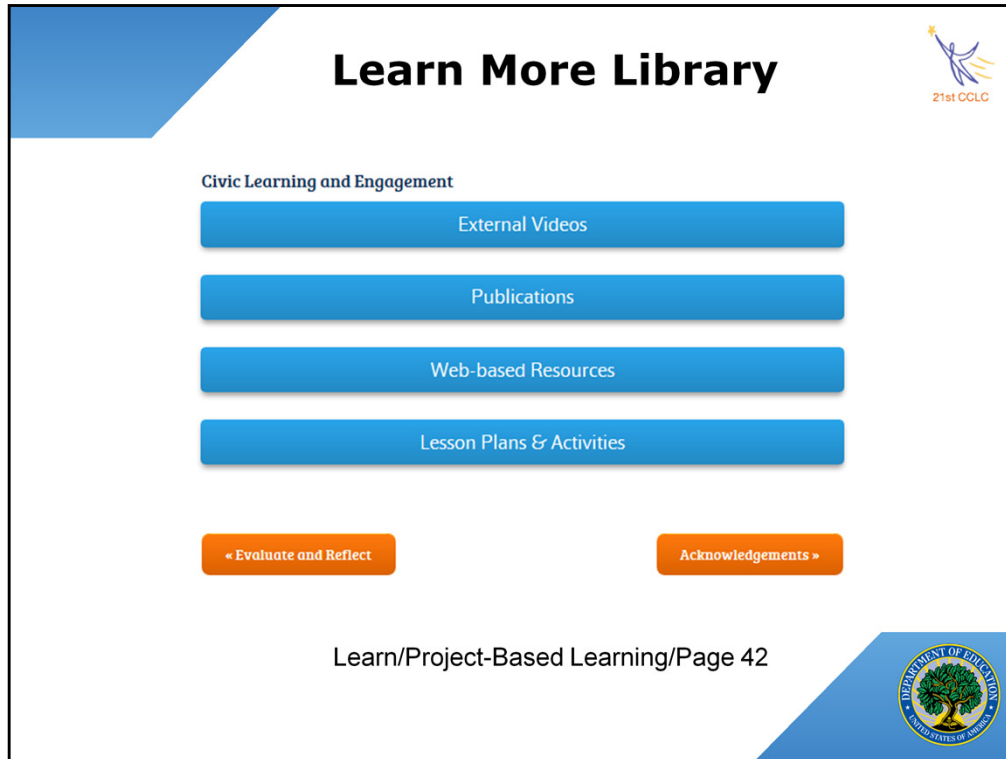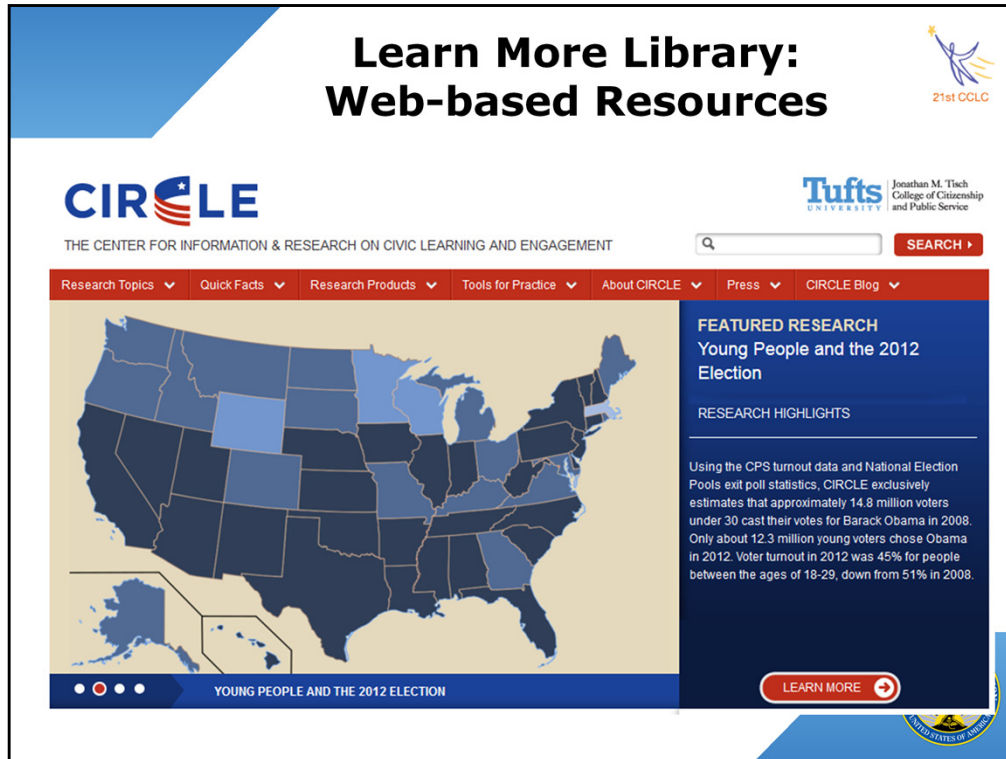
1 min

Jen

If you want to go even more in-depth on CLE….

Y4Y features a Learn More Library that links to external resources, such as videos, publications, and web-based resources. You can find a Learn More Library toward the end of each Introduction. Here you see a screenshot of the Learn More Library for Strengthening Partnerships, on page 42 of the Introduction to PBL.

You can click on each of the blue bars on this page and that section will open to reveal relevant resources…So if I click on Web-based Resources you can see the ones that are available for this topic.

Since we were just talking about sharing data with our partners, let's open up the link for… (skip to next page).

1 min

Jen

CIRCLE offers excellent research and background on civic engagement.

http://www.civicyouth.org/

Learn More Library:
Lesson Plans and Activities

1 min

Jen

Highlight icivics.

http://www.icivics.org/

Jen facilitates, Karen also jumps in as needed
Jim operates the technology to show people relevant parts of the website as needed

15 min

Mention that people are welcome to ask questions about the topics on the screen, or come up with their own.

1 min
Jen

Review the objectives for today's webinar.

Add a quick point about sustainability - the Strengthening Partnerships Module can be used with program's efforts in sustainability. A lot of the information provided within Y4Y can be used as tools and guidelines.

1 min
Jen

Here are some next steps you can take to maintain the momentum from today's Coffee Break webinar. You may want to explore the CLE content module on your own and take a closer look at some of the resources we shared today, plus all of the other materials available on the portal to help you with partnerships. In a day or so, we will post the webinar recording and links to the resources we discussed; these can be found in the Network section of the site, under webinars.

While you're on the site, don't forget to register in case you are not already registered. Registration, like everything on Y4Y, is free, and it allows you to access some of the extra features such as giving you the ability to take and save notes in the Y4Y notebook and to post questions and responses in the Discussion Boards.

Also, please share the website with your colleagues who are looking for ideas on partnerships and the other topics Y4Y offers.

Finally, we hope to see you in about a month for the next Coffee Break webinar, which will showcase some of the STEM materials on the portal. You'll see reminders with the date coming soon into your email inbox.

30 seconds

Jen

Thank everyone for sharing their coffee break time with us and let them know that they can contact us if they have any questions. Point out the website as a reminder.